



LEVEL 2
LESSON 25
ONLY
HUMAN

Topics Giving help Talking about achievements	Prepare Before Class Print the Past Perfect Continuous handout Print out the student Activity Sheet
Learning Strategy Self Talk	Goals Using past perfect continuous

Day 1

Introduce the Lesson

Say, “In this lesson Lightning Bolt Lady goes looking for her superpowers. But will she ever find them? And will she find someone to help? We will find out today.”

Ask students, “What do you think of Lightning Bolt Lady? Do you think it’s possible for a human to get superpowers?”

Teach Key Words

Have students repeat the new words for this lesson after you say them. The list of words can be found in the Resources section. Choose a vocabulary practice activity from the How-to Guide to help students learn the new words.

In this lesson, Anna tries to use her superpowers to help people. Ask students, “If a superhero came to our classroom, how could they help us to learn English better?”

Present the Conversation

Tell students that the video will show Anna looking for ways to help people with her superpowers. Play the video or audio of the conversation or hand out copies of the text from the Resources section. Ask students to act out the parts of the speakers either in small groups or for the whole class.



Professor Bot's Lesson

Introduction

Oh No! Anna was just hit by lightning. She had better get help.

Using Past Perfect Continuous

I can't wait to hear this one! But first, let's talk about grammar. Professor Bot is on vacation this week. I'm the announcer. So, I'm going to tell you about the past perfect continuous.

We use this verb tense to show that an action started in the past and continued to another time or action in the past.

For example, I said, "She had been walking into that wall for about 15 minutes when she had a great idea."

"Had been walking" is the past perfect continuous of the verb walk. It's "had been" plus the -ing form of the verb.

You'll hear me use this verb tense a few more times today.

Final comment

Now, what am I forgetting? Oh right! Lightning Bolt Lady's great idea.

Past Perfect Continuous Activity

Print enough of the Past Perfect Continuous handouts for one per group of four students. Divide the students into groups of four. Groups of three are also possible by removing one card. Ask students to separate the handout so each member of the group has one card

with a sentence beginning and six blank lines. Explain the combination of the past perfect continuous tense with the simple past tense: “The past perfect continuous tense is like the past perfect tense, but it expresses longer actions in the past before another action in the past. Because of this quality, we often find a nearby statement in the simple past tense. For example: ‘The young man had been reading for an hour when Anna asked him about superheroes.’ The past perfect progressive tense verb is ‘had been reading’ and the simple past tense verb is ‘asked.’ In the activity today we will practice these two tenses together.”

Introduce the activity: “We will play a game to make some long sentences. They will include both the past perfect continuous and the simple past tense. You will alternate the two tenses to make a funny long sentence. On the card, it will look like this:” Write on the board:

Sentence in the past perfect continuous

1. Sentence using the simple past
2. Sentence using the past perfect continuous
3. Sentence using the simple past
4. Sentence using the past perfect continuous
5. Sentence using the simple past
6. Sentence using the past perfect continuous
7. (optional) Sentence using the simple past

Say, “Let’s begin with this:” Write on the board:

They had been riding camels through the desert for half a day...

Ask students for ideas using the simple past to create the next part of the sentence, for example, “...before it started raining,” “...when they saw an ice cream shop,” etc. Choose one of the student’s examples and write it on the board:

...when they saw an ice cream shop

Next, ask students for ideas in the past perfect continuous to create another part of the sentence and write a student’s example on the board:

...and since they had been looking for one for an hour

Continue until the students have created a long sentence. Here is an example:

They had been riding camels through the desert for half a day, when they saw an ice cream shop and since they had been looking for one for an hour, they stopped for a break because one of the children had been complaining about the heat but then the ice cream shop

closed because the workers had been wanting to see the camels.

Give instructions to the groups of students: “ Each of you has a card with a sentence. Silently, read the part of a past perfect continuous sentence at the top of your card. Then, write a simple past part on line one of the box underneath to continue the sentence. Now this is important: **fold along the dotted line** above the box so that only the part you wrote appears.”

Check to make sure students understand and complete the first instruction. Then, tell students to pass their card to the person on their right who writes a part of a past perfect continuous sentence on line two. Students then fold along the dotted line as before so only their sentence half shows.

This process is repeated with students writing past perfect continuous and past simple sentence halves alternately until the card is complete.

Students correct any mistakes in the sentences as they go. Finally, each group chooses the best or most amusing long sentence and reads it to the class.

Day 3

Learning Strategy

Say, “The learning strategy for this lesson is Self Talk. That means to encourage yourself by telling yourself about your abilities. In this lesson, Lightning Bolt Lady tells herself about her superpowers. She says, “Super-speed walking is definitely one of my superpowers.” Later, she says, “Wow! I can charge a lot of batteries with this superpower!”

Continue, “When we are learning English, it can help to tell ourselves what we know how to do.” Give an example from your own experience if possible. “For example, once when I was in school, I had to talk to a group of teachers in English. I was nervous. I told myself, ‘You know what you want to say. You practiced it. You can do this!’ That made me feel more confident and I gave the talk with no problems. Afterward, someone came to me and said I seemed very calm and sure of myself.”

Ask, “How about you? Have there been times when you used Self Talk to give yourself more confidence? Write about it in your notebook. And the next time you are feeling uncertain about your ability, try using Self Talk to help yourself use English bravely.” Ask students to share what they have written about using Self Talk.

Activity

In this activity, students will complete a story about a young woman who becomes a flight attendant. Give students the Activity Sheet and ask them to complete the blanks in the story about Nilsa. Check their answers as a class, pointing out the appropriate use of the simple past and the past perfect continuous.

Have students get into pairs. Explain the activity: "Next, please interview your partner about their greatest accomplishment. Write a similar story using the simple past and the past perfect continuous.

After students have finished writing about each other's accomplishments, ask for volunteers to retell the story to the class.

Day 4

Listening Quiz

To review the conversation before the quiz, play the video, have students act out the conversation or let students refer to their printed copy. Then ask students to put their papers away.

Give each student a paper copy of the listening quiz. Play each question's video or read the sentences and questions below aloud and pause for students to choose the correct answer.

1. The announcer says, "When last we saw Anna, she had made a new friend. And they had been talking about superheroes for a while when suddenly Anna became Lightning Bolt Lady! She tried to find her superpowers. But it did not go well. She can't fly, become invisible or create a force field. And she really cannot walk through walls. She had been walking into that wall for about 15 minutes when she had a great idea.

The question is: What does the announcer say about Lightning Bolt Lady?

2. The announcer says, "I'm going to tell you about the past perfect continuous. We use this verb tense to show that an action started in the past and continued to another time or action in the past. For example, I said, "She had been walking into that wall for about 15 minutes when she had a great idea." Had been walking is the past perfect continuous of the verb walk. It's 'had been' plus the -ing form of the verb."

The question is: Which sentence uses the new grammar correctly?

Read the sentences below or have students read them on their quiz paper:

They have been talking about superheroes for a while when suddenly Anna became Lightning Bolt Lady.

She had been walked into that wall for about 15 minutes when she had a great idea. She had been looking for hours for someone to help when she found her chance.

3. Lightning Bolt Lady says, “Lightning is really fast and I like speed walking. So, maybe one of my superpowers is super-speed walking! Check! Super-speed walking is definitely one of my superpowers.”

The question is: What superpower does Lightning Bolt Lady learn that she has?

4. Lightning Bolt Lady says, “But you don’t have enough firewood. Using my super-speed walking, I will get more.”

The question is, What is one way that Lightning Bolt Lady helps the children?

Collect the papers or ask students to trade papers and check the answers together.

Writing

Ask students to write their answer to the question below in the form of a superhero story like Lightning Bolt Lady’s. Write the words or phrases you think they may need on the board. Here is the writing prompt:

Imagine that you could have any two superpowers you want. What is your superhero name? What are your superpowers? Write about how you use them to help others.

When students have finished, ask them to exchange papers and read each other’s work. Collect the stories to make a class superhero book.

Conversation

Announcer: When last we saw Anna, she had made a new friend. And they had been talking about superheroes for a while when suddenly Anna became Lightning Bolt Lady! She tried to find her superpowers. But it did not go well. She can't fly, become invisible or create a force field. And she really cannot walk through walls. Ouch, Lightning Bolt Lady. She had been walking into that wall for about 15 minutes when she had a great idea.

Lightning Bolt: I just had a great idea! If I want to know my superpowers, I'll need to learn about lightning!

Announcer: So, she read many books about lightning.

Lightning Bolt: Wow. A lightning strike usually lasts less than a second.

(She tells this to a person and he slowly moves away.)

Lightning Bolt: Lightning is really fast and I like speed walking. So, maybe one of my superpowers is super-speed walking! (to stranger) Bye!

(She begins to super-speed walk.)

Lightning Bolt: Check! Super-speed walking is definitely one of my superpowers. Lightning has millions of volts of electricity. Amazing!

(She puts her hand up and lightning bolts shoot from her fingers.)

Lightning Bolt: Wow! I can charge a lot of batteries with this superpower!

Announcer: She had been looking for hours for someone to help when she found her chance.

Woman: Hello? Hello? I'm sorry. I'm going to have to call you back. My phone is dying.

Lightning Bolt: Excuse me, I can charge your phone.

Woman: Really? Thanks!

Lightning Bolt: (singing) I'm Lightning Bolt Lady!

(She takes the woman's phone and shoots it with a lightning bolt. But it turns into ashes. Then, she gives the woman lots of money and smiles and says goodbye.)

Announcer: She had been practicing her superpowers all day. Suddenly, she heard a terrible sound – a child's disappointment.

Announcer: These children tried to light a fire for over an hour. But then, they gave up.

Parent: Hey kids, that wood will never burn. It's too wet.

Lightning Bolt: Small humans, what is wrong?

Child: Stranger danger!

Lightning Bolt: (singing) I'm Lightning Bolt Lady!

Young Man: Oh no. It's you.

Lightning Bolt: We meet again. And guess what: I found my superpowers.

Child: Well, we need a fire to toast the marshmallows to make S'mores.

Lightning Bolt: I can help.

Young Man: We don't need a super-speed walker but thanks!

Lightning Bolt: Super-speed walking is just one of my superpowers. I can also do this!
(She tries to use her lightning bolts but it doesn't go well.)

Lightning Bolt: Sorry! Let me do it again.
(She lights the fire with her lightning bolts.)

Children: Thanks, Lightning Bolt Lady!

Young Man: (singing) Lightning Bolt Lady!

Lightning Bolt: You're welcome. But you don't have enough firewood. Using my super-speed walking, I will get more.
(She super-speed walks around to get firewood.)

Parent: Lightning Bolt Lady, come back! A lightning storm is coming!

Lightning Bolt: Not a chance! There's not a cloud in the ...

Child: Lightning Bolt Lady, are you okay?

Child: Where's your super-suit?

Anna: Oh no! I've lost my superpowers!

Young Man: It's starting to rain. Do you want to go inside and eat some S'mores?

Anna: You read my mind. You know, I thought mind reading would be one of my superpowers. But it wasn't.

Child: That'd be a cool superpower.

Child: But I'd rather be able to talk to animals.

Key Words

ash	<i>n</i>	the soft gray powder that remains after something, such as wood, has been completely burned and destroyed by fire
average	<i>adj</i>	a number that is calculated by adding quantities together and then dividing the total by the number of quantities
battery	<i>n</i>	a device that is placed inside a machine (such as a clock, toy, or car) to supply it with electricity
cause	<i>v</i>	something or someone that makes something happen or exist
charge	<i>v</i>	to give an amount of electricity to something
cloud	<i>n</i>	a white or gray mass in the sky that is made of many very small drops of water
definitely	<i>adv</i>	without doubt
disappointment	<i>n</i>	the state of feeling of being disappointed
firewood	<i>n</i>	wood used to make fire
give up	<i>phrasal verb</i>	to stop an activity or effort
marshmallow	<i>n</i>	a soft, white, sweet food made of sugar and eggs
million	<i>n</i>	the number 1,000,000
not a chance	<i>expression</i>	there is no possibility
second	<i>n</i>	a unit of time that is equal to $\frac{1}{60}$ of a minute
s'mores	<i>n</i>	a sweet snack consisting of a chocolate bar and toasted marshmallows sandwiched between graham crackers
strike	<i>n</i>	the act of hitting something with force
terrible	<i>adj</i>	very shocking and upsetting
volt	<i>n</i>	a unit for measuring the force of an electrical current

Quiz - Level 2, Lesson 25 - Only Human

Listen. Circle the letter of the correct answer.

- | | |
|---|---|
| <p>1. What does the announcer say about Lightning Bolt Lady?</p> <p>a. She made a new friend.</p> <p>b. She has not found her superpowers.</p> <p>c. She walked into a wall.</p> <p>d. The announcer says all of these things</p> | <p>3. What superpower does Lightning Bolt Lady learn that she has?</p> <p>a. Reading and learning things very quickly</p> <p>b. Making lightning strike longer than a second</p> <p>c. Speed-walking at a much faster speed</p> <p>d. She finds out all of these are her superpowers.</p> |
| <p>2. Which of these sentences correctly uses the past perfect continuous verb tense?</p> <p>a. They have been talking about superheroes for a while when suddenly Anna became Lightning Bolt Lady.</p> <p>b. She had been walked into that wall for about 15 minutes when she had a great idea.</p> <p>c. She had been looking for hours for someone to help when she found her chance.</p> <p>d. All of these sentences use the past perfect continuous verb tense correctly.</p> | <p>4. What is one way that Lightning Bolt Lady helps the children?</p> <p>a. She teaches them how to start a fire with lightning.</p> <p>b. She gets more firewood using super-speed walking.</p> <p>c. She shows them the best places to find firewood.</p> <p>d. She does all of these things to help the children.</p> |



Sample: They had been riding camels through the desert for half a day, when they saw an ice cream shop and since they had been looking for one for an hour, they stopped for a break because one of the children had been complaining about the heat but then the ice cream shop closed because the workers had been wanting to see the camels.

Jessica had been running as fast as she could for what felt like hours...	Luke had been hanging on to the rope for as long as he could...
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
We had been standing on the roof of our car for about half an hour...	I had been trying to move the rock by myself for several minutes...
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.



teach-english.com © 2019 Permission granted to reproduce for classroom use.

STEP 1

Complete the story with the verbs in brackets in their simple past or past perfect continuous form.

Nilsa's Greatest Achievement

Yesterday was my first day on the job as a flight attendant. Before I (1) (be) hired for this position, I (2) (apply) for flight attendant jobs since I graduated from high school! It's not an easy job to get. I (3) (work) as a travel agent for nearly seven years until High Skies Airlines (4) (call) me. I (5) (have) my interview a month ago. I (6) (be) a bit nervous, but I still (7) (feel) ready because I (8) (prepare) for two weeks. I'm definitely proud to say that this has been one of my biggest achievements!



Teach-This.com © 2019 Permission granted to reproduce for classroom use.

STEP 2

Interview your partner. What is his or her greatest achievement? What was the achievement and when did it happen? What had he or she been doing before achieving it? How long had he or she been preparing for it and how? Write a paragraph using the simple past and the past perfect continuous.

Blank area for writing the response to the interview question.